

IHE Bachelor Performance Report

Southeastern College at Wake Forest

2007 - 2008

Overview of the Institution

The purpose of the Christian Teacher Education program at Southeastern College at Wake Forest is to prepare men and women for professional service as teachers. The College seeks to develop teachers who meet all requirements for North Carolina State Licensure, who are committed to seeing that each student learns, who are compassionate in helping meet each student's needs, and who are competent to lead classroom instruction successfully in their chosen specialty area. As part of the conceptual framework of the program, these elements are integrated throughout to ensure that candidates develop and exhibit the knowledge, skills, and dispositions which are identified by national and state best practice standards.

Special Characteristics

The curriculum at Southeastern College at Wake Forest richly integrates both liberal arts and biblical studies. The liberal arts component of the "core curriculum" centers on the History of Ideas where students engage the great books and great ideas of civilization. It further develops students' ability to think, to read, and to write through classes in literature, history, and composition. In the biblical studies component, students learn Scripture, interpretation, theology, and original languages. Integrating these core components aims at deliberate worldview development and producing lifelong learners. Together they lay a foundation for preparing content teachers of English and Social Studies.

Program Areas and Levels Offered

Southeastern College at Wake Forest offers a Bachelor of Arts in Biblical Studies and Christian Teacher Education with concentrations in English (high school 9–12) and Social Studies (high school 9–12).

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
Formal, signed partnership agreements were in place between SECWF and the Franklin and Wake County Public School districts.			

B. Brief Summary of faculty service to the public schools.

See Section H

C. Brief description of unit/institutional programs designed to support beginning teachers.

See Section H

D. Brief description of unit/institutional efforts to serve lateral entry teachers.

See Section H

E. Brief description of unit/institutional programs designed to support career teachers.

See Section H

F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority schools.

See Section H

G. Brief description of unit/institutional efforts to promote SBE priorities.

See Section H

H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).

On April 16, 2007, at the spring meeting of the Board of Trustees of Southeastern Baptist Theological Seminary (SEBTS), the Trustees, acting upon a recommendation from President Akin, voted unanimously to terminate the Christian Teacher Education Program at Southeastern College at Wake Forest. The program closure decision is effective with the end of the Spring 2008 semester, May 22, 2008. As a result, our faculty has concentrated their efforts on assisting the students who had been admitted to the program to become program completers by the closure date.

Supplemental Information (Optional)

I. Brief description of unit/institutional special efforts to improve NTE/Praxis scores.

J. Brief description of unit/institutional special efforts to recruit students into professional education programs leading to licensure.

K. Brief description of unit/institutional special efforts to encourage minority students to pursue teacher licensure.

L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	2
	Other	0	Other	0
	Total	4	Total	2
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0

Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0

B. Lateral Entry/Provisionally Licensed Teachers

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (K-12)	0	0
Exceptional Children (K-12)	0	0
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	0	0

C. Quality of students admitted to programs during report year.

	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	*
MEAN PPST-W	*
MEAN PPST-M	*
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.31

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)	0	0	0	0
Elementary (K-6)	0	0	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	6	0	0
Special Subject Areas (K-12)	0	0	0	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	0	6	0	0
Comment or Explanation				

E. Scores of student teachers on professional and content area examinations.

		2006 - 2007 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge		Number Taking Test	Percent Passing
Institution Summary		Less than 5 Test Takers	

F. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	6	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Comment or Explanation						

G. Undergraduate program completers in NC Schools within one year of program completion.

2006-2007		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	4	100	25
Bachelor	State	4052	93	66

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2007 - 2008

LEA	Number of Teachers
Wake County Schools	8

I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

Satisfaction with...	Program Completers	Employer	Mentor
quality of teacher education program.	*	*	*
preparation to effectively manage the classroom.	*	*	*
preparation to use technology to enhance learning.	*	*	*
preparation to address the needs of diverse learners.	*	*	*
preparation to deliver curriculum content through a variety of instructional approaches.	*	*	*
Number of Surveys Received	1	4	1
Number of Surveys Mailed	5	5	5

* Less than five survey responses received. They will be held and combined with next year's responses.

III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
0	1	3